SAFETY Education

DECEMBER 1958
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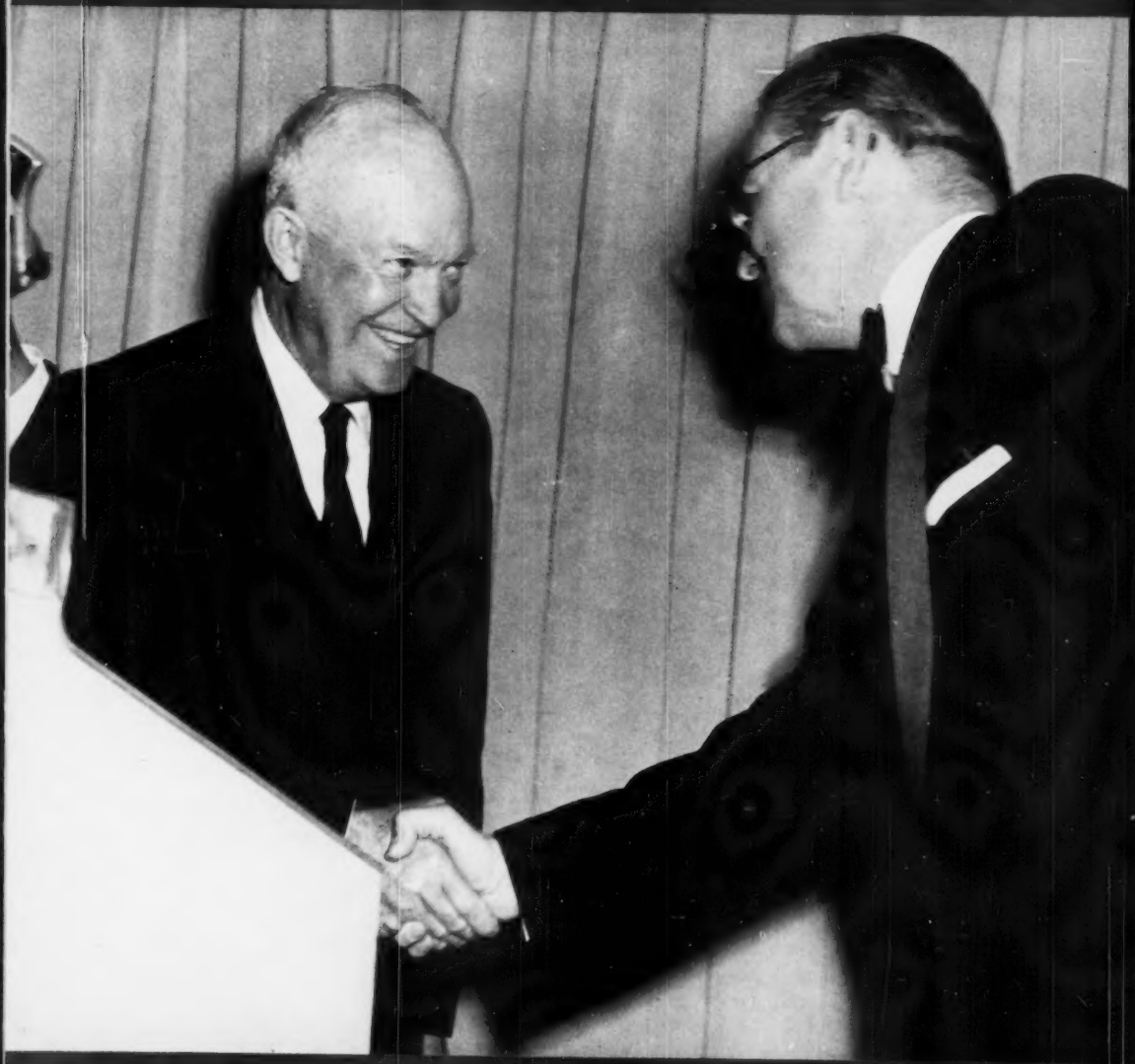
A MAGAZINE FOR TEACHERS AND ADMINISTRATORS



NSC BOARD CHAIRMAN WALTER P. CAREY
WELCOMES IKE AT NATIONAL SAFETY CONGRESS

As I See It . . .

WAKE UP, driver educators—it's later than you think!

From the day the Russians launched Sputnik I, the pressure to eliminate the "frills" in the secondary school curriculum has grown from a small spark to a raging fire. Unfortunately, driver education has been classed as one of these "frills" by many columnists, writers and self-styled educators!

Hardly a week goes by that an article isn't published in some magazine or newspaper saying that driver education does not belong in the schools. It may read something like this: "Driver education is a useful thing, but it takes time away from the systematic study of subjects that cannot safely be neglected," or "Some other agencies besides the schools should assume the responsibility for teaching driver education and traffic safety."

If high school driver education is to meet this challenge and maintain its place in the curriculum people who believe in it must answer these statements by outlining its values to citizens of the community and nation.

We are all aware of the positive value of driver education and know that young drivers who have had a course in driver education have fewer accidents and violations, but does the average parent or man on the street know it? Evidently not, or there would be less pressure to eliminate it from the curriculum.

It is high time that teachers, supervisors, administrators and others interested in young people take the initiative in pointing out the worth of the driver education program. The suggestion that some other agency assume the responsibility for teaching the youthful driver can be answered by pointing out that educators are charged with the responsibility of teaching the whole child. Therefore, using teachers, who know and understand young people, to teach safe driving is a value for which there is no substitute.

There are many ways of making citizens in your community aware of the value of driver education. Here are just a few: (1) Maintain a good driver education program, the foundation for answering the "frill" criticism. (2) Keep the local newspapers aware of what is going on in the driver education program. (3) Meet with parents and explain the program to them. (4) Carry on an extensive public relations program with all official and non-official organizations in the community. (5) Promote and take advantage of opportunities to speak of community organizations.

One paragraph from the driver education policy of the National Safety Council sums up the value of driver education and answers the critics in the field: *"Driver education is a fundamental preparation for life in our American society. To train a scientific genius to peak performance is futile if, in a split second, his productive life is lost because he or some other driver lacked proper preparation for carrying out this universal activity of present-day life."*

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EDUCATIONAL PRESS ASSOCIATION OF AMERICA

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SAFETY *Education*

A MAGAZINE FOR TEACHERS AND ADMINISTRATORS

Volume XXXVIII No. 4 Section One

Beverly Thompson Kramer, *Editor*
H. W. Champlin, *Advertising Manager*

CONTENTS for DECEMBER, 1958

Of Specific Interest

Of Interest to All

Chartered by the Congress of the United States

SAFETY EDUCATION is published monthly, September through May, in two sections, by the National Safety Council, 425 N. Michigan Avenue, Chicago 11, Illinois. Entered as second class matter, September 13, 1939, at the Post Office in Chicago, Illinois, under the act of March 3, 1879. Printed in the U.S.A. Subscription price $3.50 a year. Ten per cent discount to schools. Reduced prices for quantity orders.

600 Safety Educators Meet i

MORE than 600 people . . . men and women from all over our nation and from other countries as well . . . demonstrated their interest in and love for children last October, all together and in a real way—by trying to prevent the little ones from getting hurt and killed in accidents.

They were attending the School and College Sessions of the National Safety Congress, held at the Morrison Hotel, in Chicago, October 20 to 24. And though the topics they discussed often sounded scientific, technical and cold, they were all aimed at a very human goal—that of keeping children happy, healthy and emotionally able to cope with their modern environment without painful injury or tragic death in an accident.

Sometimes there are obstacles to that goal—set up by those who feel that safety education is a separate compartment of learning which has no place in the schools. And the people attending the School and College sessions were mostly school administrators, teachers, and principals, PTA members and representatives of industry—all of them convinced that schools have a responsibility to teach safety rules and attitudes, as they have a responsibility to prepare

in Chicago

From all over the nation, they gathered in Chicago to find ways to lick the accident problems they face in their schools and communities . . .

Two presidents greet the crowd at the All-Congress banquet. President Eisenhower, left, and retiring NSC President Ned Dearborn.

young citizens in the more academic areas.

A way to surmount the obstacles—to convince safety education's detractors that the subject is vitally important and must be given emphasis in the schools was outlined by Dr. Marion R. Trabue, professor of education at the University of Kentucky and long-time supporter of the safety education movement.

"Education for safe living becomes more necessary with every day that passes," said Dr. Trabue in the first annual Gordon C. Graham Memorial Lecture. "Almost every new invention that appears makes it more necessary for us to learn to use our tools and facilities the right way: the safe way. In a country in which 95,000 people are being killed each year by accidents and more than 9,000,000 others are being injured, no one needs to feel the least bit guilty for trying to help people learn to avoid accidents. . . ."

Dr. Trabue pleaded for understanding rather than villification of those who question safety education's right to be in the school curriculum.

He said: "Our first step . . . is to develop in ourselves a clear understanding of the individual's current concepts, purposes, values and problem-solving habits. In an atmosphere of mutual acceptance, respect and desire to understand and help each other, communication and change can occur."

One of the best ways to reduce current pressures against driver education in the minds of normal people everywhere, according to Dr. Trabue, is "to teach the attitudes and habits of good citizenship so effectively and to demonstrate their results in the behaviors of our students so clearly that the public will understand that the mere skillful operation of a car is not the chief purpose we seek, but is only

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THE PICTURES

Counter clockwise, from upper left: Rapt attention is shown by participants in the session on motorized bikes and scooters. Opening session speakers include this panel, from right: J. Duke Elkow, Mrs. Pat Talbott, C. S. Thyberg. Pupils from a Chicago area school evaluate their traffic safety instruction. Left to right: Ivan Stehman, George Denemark, Dalibor Kralovec and Lewis Clark led discussions at a safety education supervisors' meeting. John Corbally makes a point at a Higher Education session while Edwin Angier, left, and Warren Boring listen intently.

Above: Scientific experiments and their safety education implications were discussed by, from left, Paul Koch, Donald Boyer, Arthur Hoppe, Robert Gartner and Howard Fawcett.

Left: Wichita school board member Mrs. Pat Talbott speaks at opening session.

Below: Driver ed meeting heard, left to right, LeRoy Floriano, Austen Moore, Wallace Hyde, Edward Bonessi, and Cissie Gieda.

Above: John Corbally, University of Washington, spoke on Considerations in Course Content in the Sputnik Age at a higher education meeting. Right: Warren Boring, Long Beach State College.

600 Safety Educators Meet

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a means for the achievement of healthier, more cooperative and more effective living for all."

Two opponents of driver education in the schools had an opportunity to air their views in a driver education session later on in the week. They were Arthur Bester of the Department of American History, University of Illinois, and the Very Rev. Msgr. Justin A. Driscoll of the Bureau of Education, Archdiocese of Dubuque, Iowa. In a tense session attended by many people who were delegates to other sections of the Safety Congress, Dr. Bester and Msgr. Driscoll agreed that driver education is vitally necessary to the reduction of the traffic death toll, but reiterated that it should be taught after school hours by professional drivers and traffic agencies rather than within the framework of the school curriculum.

The case for driver education in the school curriculum was taken by Tom Seals, educational consultant of the Accident Prevention Department of the Association of Casualty and Surety Companies, Ira Rogers, Jr., acting director of the Educational and Rural Division of the Automotive Safety Foundation, and Rev. Thomas G. Brennan, superintendent of schools of the Diocese of Saginaw, Michigan. They contended that as a vital aspect of citizenship training, driver education should be taught by qualified teachers in the schools.

Other sessions during the week drew as interested a throng as the panel discussion on driver education in the high schools.

On Monday night, five "merry-go-round" sessions on developing safety attitudes; licensing, control and education of motorized bicycle and scooter operators; science education and safety; and safety in the practical arts drew overflow crowds. The next day, the Elementary Section's sessions were vociferous and thronged, the Research meeting gave news of data uncovered in recent scientific studies in safety education to larger groups of people than ever before.

Driver educators celebrated the tenth anniversary of the Driver Education Section with a general reception on Monday afternoon, honoring Amos Neyhart for his 25 years in driver education. Other driver education meetings during the week gave valuable information on new methods and new developments in driver education instruction, and a luncheon at the end of the week traced the past, present and future of driver education and the Driver Education Section●

Right: A long line of well-wishers greeted Amos Neyhart. Standing with him were past chairmen of the driver education section and School and College Conference officers. Left to right: Leslie Silvernale, Michigan Highway Traffic Safety Center, Dr. Herbert Stack, Mr. Neyhart and Lowell Fisher, vice president of NSC for Schools and Colleges.

Reception Honors Neyhart

FOR 25 years, Professor Amos Neyhart has been a vigorous exponent of driver education.

To Mr. Neyhart's credit go many of the firsts, the landmarks of driver education. Among them: he conducted the first teacher preparation course in driver education (1936), the first seminar for college instructors in driver education (1937), and the first motor fleet supervisor training course (1939). Now administrative head of the Institute of Public Safety, The Pennsylvania State University, and Consultant on Driver Education for the American Automobile Association, he is one of the authors of a most widely-used high school text, *Sportsmanlike Driving*. His honors and works have been so numerous it is impossible to list them here.

A reception honoring Amos Neyhart for his 25 years in driver education was a highlight of the National Safety Congress. Some 250 people—including the great and near-great in safety education—attended the reception, congratulating "Ame" and drawing inspiration from his proud record●

Above: Past chairmen of the driver education section and Conference officials congratulate "Ame" on his work. Left to right: A. E. "Joe" Florio, Wayne Hughes, Lowell Fisher, Russ Brown, "Ame", Dr. Herbert Stack, N. O. Schneider and Leslie Silvernale.

Above: Part of the large crowd at the reception.

Above: More than 150 letters from colleagues were collected in this book and presented to "Ame."

Above: Lowell Fisher, center, and Dr. Herbert Stack, right, admire gifts presented to Mr. Neyhart at the reception.

The Role of the Building Safety Coordinator

By Dalibor Kralovec
Assistant Director, Charge of Safety
Philadelphia Public Schools

A MODERN elementary or secondary school is a bustling place, teeming with activity. The principal is an extremely busy person usually preoccupied with a myriad of appointments, meetings, interviews, observations and insurmountable detail. He must, of necessity, delegate some of the work, some of the responsibility and some of the authority to those who are well qualified to assist him.

Just as any alert school system must have a safety supervisor or coordinator to assist the superintendent in matters of safety, so each school must have a building safety coordinator to assist the principal for the same purpose. It is vitally essential that each school within a system have such a coordinator to assist the principal and his staff to reduce accidents and to develop safety consciousness and safety conscience in children. The building safety coordinator is a most important link in the school safety program.

The school's responsibility for the safety of children is paramount. This responsibility must be shared. Safety is never a one-man job. In general, all teachers are teachers of safety, but the safety coordinator is the person on the faculty who becomes the "expert" in safety matters. It is the safety coordinator, under the direction of the principal, who provides the impetus for getting things done and often has a hand in the doing. Much of the over-all stimulation of safety activity and results in a school are dependent upon the interest, enthusiasm and know-how of the safety coordinator.

The building safety coordinator can be of service to his school organization in many ways. Several important areas follow. No doubt other possibilities will present themselves as each coordinator surveys his own situation.

1. *He works closely with the principal and his staff in matters of safety.* As has been indicated, the building safety coordinator is the strong right arm of the principal in matters of safety. He is the individual teacher who works closely with the principal, his staff, parents and students to make the entire school community safety-minded.

2. *He surveys and analyzes school and related accidents.* The building safety coordinator, as a representative of the principal, surveys recorded and reported accidents in order to keep the instructional emphasis on safety attuned to the facts. In this connection, too, he is continually on the lookout for conditions causing accidents, such as worn-down stairways, broken windows, bad paving, hazardous play and work situations. He offers suggestions for their correction to the principal.

3. *He helps to plan the safety program.* The building safety coordinator helps plan, under the direction of the principal, the safety program of the school. This can be accomplished best in a cooperative manner with the staff, the student body, the parents and community agencies. The safety coordinator may well serve as chairman of such a group to foster safe living. Adequate planning gives the whole program added meaning, direction and coverage of all pertinent safety matters.

4. *He assumes special responsibility for fire, civil defense and other emergency drills.* The building safety coordinator can give the principal, the teachers and parents a great deal of service in connection with school drills to meet emergency situations. This service may include planning of the drills, special instructions regarding emergency situations and cooperative supervision of the school effort in these matters. The coordinator makes suggestions to the principal and to the staff that will bring about more efficient drill procedures.

5. *He stimulates school safety activities.* The building safety coordinator initiates and is aware of all safety activities going on in the school. These activities may include assembly programs, classroom plays, home and school meetings, film showings and the like. The coordinator makes every effort to develop a genuine interest in safety activity throughout the school.

6. *He encourages use of safety resources.* The building safety coordinator is the idea man. Many of his ideas will come from the needs of the school situation itself. Often, too, the use of resource materials and persons points up problems and gives helpful suggestions of importance. SAFETY EDUCATION Magazine of the National Safety Council, for example, should be used by all teachers attempting to advance the safety program. Many local resources can also be helpful if they are made known to the staff by the safety coordinator. The use of resource people such as policemen, firemen and others can add zest to the school's safety program. The use of agency safety materials and services, likewise, can be helpful.

7. *He sponsors or assists the safety patrol.* The building safety coordinator takes an interest in the safety patrol as its sponsor, or he may work with the sponsor to make sure that dangerous intersections are covered, that the patrol has an opportunity to be publicized throughout the school and that the dignity and authority of the patrol is maintained at a high level.

8. *He plans safe school excursions.* The building safety coordinator, as agent of the principal, may assist with the planning of safety excursions and advise with sponsors of groups planning excursions to museums, parks and other places of interest so that these may be undertaken with safety.

9. *He uses publicity as a means of public education.* The building safety coordinator uses publicity, providing school and local newspapers with school safety news, as a means to an end. The effort should be to teach safety to the immediate community with the school safety activities as the focal point.

10. *He fosters cooperation with community safety efforts.* The building safety coordinator initiates safety projects in the school community and cooperates with all community agencies interested in safety.

11. *He evaluates the safety education program.* The building safety coordinator, in cooperation with the principal and staff, evaluates the safety education program in all of its aspects in order to provide continuously a safer situation and a better instructional program in education for safe living.

The quality of service which is given by a building safety coordinator will depend in a

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Every school should have a building safety coordinator to take care of the safety education program, to advise, sponsor and assist with safety activities in the individual school. The author tells how a coordinator can bring real advancement to the school safety program.

How should co-curricular safety activities be selected?

Which pupils should safety activities involve?

How can safety projects be made interesting to students?

Co-Curricular

A FAVORITE prescription Americans use to cure society's ills is to organize. Organizations of every kind abound in American life. Schools are not excepted.

Today's typical school includes co-curricular groups organized to accomplish various objectives. Some student groups are primarily interested in safety; others include safety activities and projects as a part of their main program. Performance of these groups has been excellent. The initiative and ingenuity of today's high school youth are reason enough to expect more and better safety activities in the future.

An additional reason for high hopes is that youth groups are taking a critical look at what has been done in the past. But they are going a step farther. Rather than accepting without question the so-called "tried and true" activity, or a neatly tied "package" program, they are developing sound principles for selection of activities. They are asking the difficult question, "What safety education activities and projects are *suitable* for youth and youth groups in schools?" Unfortunately, there isn't a magic answer available. To discover what safety education activities *are* suitable for youth in schools, let's review at least one other basic question—*what are the objectives of co-curricular safety education activities?*

Asking this question in a hundred schools would yield a hundred different answers. This is not at all surprising. Just as individuals are sometimes sure or unsure of where they are going, groups are also occasionally "off-the-track."

Also, there can be no one answer because local circumstances and conditions vary from school to school. What is a problem in one school or community may not be a problem in another. This being so, their specific aims usually differ to some extent. While the over-all objective of any co-curricular safety education program will be to foster safe living for the school-community, the specific objectives will be based upon safety needs as they are recognized.

This suggests that it may be helpful for school groups to define their objectives clearly. In general, any co-curricular safety education program should develop among high-school youth a strong sense of personal and social responsibility for the common welfare through active participation in safety education programs. Specific objectives within any given school might encompass fire preparedness, safety in school transportation, safe noon-time student driving, civil defense or a hundred other possible areas of special concern.

Co-curricular groups are finding that clear understanding of objectives to be attained gives their activities more meaning. Once a goal is determined, selection of suitable activities is less difficult. Also, later evaluation of activities is easier since both the original condition and the ultimate objective provide points of reference for measurement.

Therefore, possibly the most important responsibility of student groups in selecting suitable safety education activities is to develop first a clear concept of the ultimate general objective as well as the specific objectives to be achieved. This basic concept may mean the

difference between getting things done and getting things done with educative results.

How Are Suitable Safety Education Activities Chosen?—Once a group has determined the objectives it intends to gain, it must then promote a program of action. This means planning activities and projects which will help gain those general and specific objectives. The choice of activities and projects involves several considerations. Generally, co-curricular groups develop some principles to guide their selection of worthwhile activities. Perhaps a review of some of these principles will be helpful.

1. *Does the project contribute to the general objective of schools and education?* Any justifiable activity in the school, curricular or co-curricular, must provide profitable learning for both those executing the activity and the balance of the school population. In some cases, beneficial results reach into the entire community. This point is worth emphasizing.

Specifically, this means that such activities as "supervising a student parking lot," "inaugurating a school patrol," and "placing safety posters throughout the school," are not ends in themselves but are the media through which the ultimate objectives are achieved. This holds true for all student activities. *All* student activities, whether concerned with safety or another area, must be justified solely on the basis of their direct or indirect educational results.

2. *Will the activity be interesting to students?* Not every activity will have the same interest as every other. Some projects are routine and may be carried on through a sense of duty. However, it is naive to expect high school students to support activities for which they have no enthusiasm. Unlike any one else, high school boys and girls are interested in that which involves them.

Educating for safe living involves self-direction and self-control. To develop either or both, the individual youth or adult must clearly recognize the problem and its effect on him. By this means interest is generated. Habits and attitudes will change in proportion to recognized personal benefits. It is, therefore, the responsibility of co-curricular groups to present safety problems to the student body. The problems should be presented in such a clear and convincing way that the individual student can readily recognize direct benefits for him if they are solved. Once student interest and imagination has been challenged, activities will almost certainly have significant results.

3. *Is the activity positive?* Accentuate the positive! Safety education activities involve a process of bringing people to the point where their behavior will change, not because they've been told it must, but because they want the change to occur. People cannot be forced to live safely. We cannot force a state of mind. Co-curricular groups will do well to learn this and be certain that their activities are not of the type which inflict or threaten punishment.

Unfortunately, in the past, some schools have established some rather elaborate student courts. The courts' purposes have usually been to try and punish school student traffic offenders. Some of the courts claim jurisdiction only within the school environment; others have a pseudo-official status and relationship with municipal or county traffic courts. Without going into great detail regarding this type of negative activity, it may be said that past experience suggests the most cautious consideration. Disregarding the probable illegal nature of student courts, is it the business of one group of students to sit in judgment upon another group of students?

4. *Will the activity involve a majority of the school population?* During the school year every student in school should be involved in at least one safety education activity or project. Certainly some activities will appeal more to particular groups than others. Co-curricular safety education groups would do well to involve all students in the school in surveying the need

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Safety Activities in Secondary Schools

By Donald Wood
Associate in Safety Education
National Commission on Safety Education
National Education Association

Co-Curricular Safety Activities in Secondary Schools

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for a local program and in determining objectives. Activities should be chosen which will have the widest possible impact. Undoubtedly, there are many occasions during the year when the advice and counsel, as well as the cooperation, of the student body should be sought regarding initiating, planning, executing and evaluating a sound safety education program.

It is also important to involve those individuals and groups within the school framework who have special interests and obligations in safety education. In every school, faculty and administration will provide able, informed counsel. *Not* to be overlooked is the driver and/or safety education teacher, school bus driver, the faculty safety chairman and others. The parent-teacher organization safety committee and co-curricular student groups should certainly be involved.

5. *Does the activity contribute to a continuing program?* "One-shot" activities should be avoided. To provide the maximum effectiveness, safety education programs should be planned with a series of activities and projects extending throughout the year. Program planning should be done well in advance for one activity to blend with the next. As one activity is completed, it should be carefully evaluated and plans for the next altered as need is indicated by the evaluation. Special safety education emphasis days or weeks have their place to stimulate student interest; however, they should not be considered a complete program.

6. *Will community resources be utilized?* There are many community groups whose resources can be used to advantage. It should be emphasized, however, that the basic safety education program should originate and be carried on within the school framework. Certainly no school groups should become involved in activities which are commercial or work to the distinct advantage of a commercial interest. Activities of this nature will be of doubtful educational value, and should be avoided.

There are, however, many groups (civic, fraternal, non-profit and business) who stand ready to contribute in appropriate ways to sound school programs. Generally their motives are altruistic, with business and industry contributing much as public service. A definite plan should be developed and carried on to utilize effectively the facilities and personnel resources of these groups. Co-curricular groups should certainly give credit to such groups for their assistance. However, all publicity should reflect the true nature of the safety education program as a school program to which supporting organizations contribute on a cooperative basis.

Finally, it is wise to remember that it is not necessary for one co-curricular group to carry on every safety education project in the school. In many instances it is more effective to give encouragement, support and assistance to other school groups in the development and execution of activities. The successful safety education co-curricular group sponsors a number of its own activities but, at the same time, it helps other school groups successfully complete their projects. The principles governing the selection of suitable activities apply in either case●

National Safety Council Policy on Motorized Scooters

The National Safety Council opposes the use of motor scooters by unlicensed drivers.

Accidents involving young drivers of motor scooters, many of whom have been injured or killed, are increasing. Unlicensed drivers usually are not qualified to operate a motor vehicle because they have not given proof of their driving ability and their knowledge of traffic laws.

A motor scooter is defined as a motor vehicle by the *Uniform Vehicle Code*, the recommended legislative document supported by the National Safety Council as a member of the National Committee on Uniform Traffic Laws and Ordinances. The code requires the licensing of all motor vehicle operators, and the National Safety Council fully endorses that provision.

The Council, in accordance with the code, also opposes the licensing of drivers under 16 years of age, except on a restricted basis of drivers between 14 and 16. Such restrictions may limit young drivers to operate a specified vehicle under hardship conditions—for example, to and from school, or as may be determined by the licensing authority after a hearing.

The Council recognizes that the minimum age for licensing drivers is lower than 16 years in some states, and that the desirable age limit may depend upon the records of minors, the hazards and other conditions within a state. These factors should be carefully considered in setting a minimum age, and periodically reviewed.

By Clyde P. Smith

An excerpt from a speech given by the author at the convention of the American Industrial Arts Association last spring, this speech will give you

Some Specifics on School Shop Safety

ONE reason for the Department of Labor's interest in school shop safety is the fact that many of the workmen, foremen and supervisors of tomorrow are, today, students in school shops. Here, then, is the opportunity to encourage the training of many of industry's future key men so that they will become safe workers when they join the nation's labor force.

We know that occupational injuries in outside employment are especially numerous and serious for young workers as a group. A study made by the Department shows that the frequency rate of disabling injuries to workers under 18 is one-and-one-half times as great as for adult workers. The rate of injuries resulting in permanent impairment is nearly twice as great for young workers as adults.

Another departmental study, which covered apprentices in machine shops and tool rooms, showed that in those plants which give special safety instruction to apprentices, the injury-frequency rate for apprentices was 36 per cent lower than that for apprentices in plants not providing such instruction. As I see it, this is conclusive evidence that safety instruction for young workers pays off.

I think most of us would agree that the process of "conditioning" the student for safety instruction is the responsibility of the instructor. Let us recognize that in most cases the student must first be *sold* on the necessity for safety instruction—he may regard his instructor as an alarmist; he may think that accidents happen only to the other fellow, that safety is "something for the birds," that safety takes all the fun and excitement out of life. The student must be shown, instead, that safety means doing even the most dangerous things *well,* which means safely—such things as flying airplanes, breaking wild horses, deep sea diving and manufacturing T.N.T. People in such jobs reduce the chance of an accident to a minimum if they are *good* at their jobs.

At the same time, the student should be brought to realize that safety does not mean taking foolish risks which no amount of skill can make safe—such as looking down gun barrels, trying to beat trains over crossings and removing guards from machinery.

If the student can be shown and convinced that the most efficient way to do the job is the safe way—that the safe way is the right way—he will be well on his way toward becoming an efficient and safe employee.

Obviously, if the student is to be *sold* on safety, the instruction should be designed to provide him with a knowledge of both accident prevention theory and actual safe work practices. The safety instruction should be integrated with each detailed operation involved in each step of the work process rather than

Serious occupational injuries are especially numerous for young workers as a group.

treated as a subject separate and apart. The safety factors in the performance of each operation should be carefully reviewed with the student, and he should be told the "why" of specific safety practices.

Aids are available to help you in "conditioning" the student, safety-wise. There is, for example, the booklet, *School Shop—Learn Safe Work Habits Here,* prepared jointly by the De-

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Clyde P. Smith is a safety specialist with the Bureau of Labor Standards, U. S. Department of Labor, and a member of NSC's School and College Conference.

"Reckless Rudy," symbolic character whose carelessness invites accidents, was "brought to trial" at this Illinois school, in a skit that underlined the importance of safety to every child . . .

Bandaged and splinted, Reckless Rudy is apprehended by the three "Life Cateers," and held for trial.

Above: Part of the audience at Reckless Rudy's trial watches intently.

The charge is "extreme carelessness at all times" read to Reckless Rudy by the president of the Lincoln safety council.

The Trial of Reckless Rudy

THEY finally caught Reckless Rudy, and now safety and courtesy prevail at Lincoln Elementary School in Elmhurst, Illinois!

"Reckless Rudy," is, of course, a symbolic character who was portrayed by one of the Lincoln pupils. The occasion was an all-school assembly program on safety held the second week in September to remind Lincoln boys and girls to remember their safety rules.

The show began in the school auditorium, before the entire student body, when the school patrols were inspected and given the oath by an Elmhurst police officer. Then the safety play began.

In the play, Reckless Rudy is finally apprehended after seven years of near-fruitless searching by the president and vice-president of the Lincoln safety council. He is brought to stand trial before the safety patrol council by the "Three Life-Cateers"—"Patrol Pete," "Safety Sam the Safety Man," and "Davy Caution."

A symbolic figure of accidents, pain and injury, Reckless Rudy, bandaged and splinted, is charged by the safety council with extreme carelessness and banished to life imprisonment on the Isle of Carelessness. A genuine Elmhurst policeman handcuffs him and takes him away.

Next, the "Safety Twins" appear on the stage—two sets of them—and they carry a large, white flag emblazoned with a bright green safety cross, out to the schoolyard. They are followed by all of the children in the audience.

When the entire school has gathered on the playground, Reckless Rudy is symbolically hauled away by the policeman. Now that carelessness and unhappiness have been banished and safety and courtesy prevail, the safety flag is hoisted above the school. It will come down to half-mast only when a safety council rule is seriously broken by one of Lincoln's students.

"The Trial of Reckless Rudy" and its accompanying safety program is the brain-child of John Hill, safety coordinator at Lincoln Elementary School, a school which this year was presented with a National School Safety Honor Roll certificate for the thirteenth year●

Above: An Elmhurst police officer handcuffs Reckless Rudy and prepares to take him off to jail.

Above: Off to jail goes Reckless Rudy. The careless boy, symbolically, of course, had been sought for for seven years in Lincoln School!

Above: The Green Cross for Safety flag goes up on the school ground to show that carelessness has gone forever and safety and courtesy prevail.

Are your fraternity chapter houses . . .

Built to Burn?

WHEN fire strikes the average chapter house, the occupants are in real danger because most chapter houses are "built to burn." This conclusion must be drawn from the all-too-frequent reports of fraternity fires and the heroic measures to get people out of the buildings.

We don't often read about a night fire in a chapter house in which the students left their bedrooms and went calmly down stairways or down a fire escape stairs out of the house. More typical is this Alabama incident, as reported in the April, 1957, issue of *Fire News*, of the National Fire Protection Association:

"Careless smoking was the probable cause of fire that originated during the night in the first floor living room of this three-story brick, wood-joisted fraternity house. When the fire was discovered at 4:15 a.m. by one of the 15 occupants asleep on upper floors, it was spreading up the open stairway that extended from the living room to the third story. Since there were no other interior stairways and no outside fire escapes, the 14 boys and their housemother escaped by dropping from windows.

In 1943 state and local fire officials had recommended to the University president that adequate fire escapes be installed on the 36 fraternity and sorority houses. So far only four have installed outside fire escapes."

It was much the same when the Deke House at Mississippi burned on December 12, 1957. As reported in the fraternity's *Quarterly* for May, 1958, the fire damage was $35,000, only partly covered by insurance. Nine actives asleep upstairs were forced to jump from second story windows. Four were unhurt and five suffered minor injuries as they landed on the frozen ground. These are typical chapter house fires, and no fraternity exists which does not have problems of fire safety.

What is wrong with fraternity house construction? The one worst feature is the open stairway all the way from the first floor or basement to sleeping areas. This is, unfortunately, typical; it is exceptional to find a fraternity house which has a properly enclosed main stairway or other stairway leading directly outside the building. Yet the danger can hardly be over-emphasized. If you can walk upstairs from the living room of the house to the sleeping quarters without passing through one or more substantially constructed, self-closing fire doors, then fire originating in the lower part of the house will certainly follow the same path and carry deadly superheated gases and smoke right to the bedrooms or dormitory.

Fraternity houses will continue to go up in flames and lives will be lost unless a few simple, inexpensive steps are taken.

Here is what happens when fire breaks out downstairs in a house in the night, according to the National Fire Protection Association:

". . . As an undetected fire gathers headway downstairs, that heat is flooding up the stairway to the topmost hall. Blocked there by the ceiling, it spreads horizontally with rapidly mounting pressure. Or, as the firemen say, it 'mushrooms' until the hall and any rooms opening on it are surcharged with the withering gases; then it begins to bank downward.

"In a very short time these gases become hot enough to ignite all combustibles within reach, thus giving you a second fire—for remember that even heavy oak planks will burst into flame if bathed in air at 800 degrees for 30 seconds. This is how fire spreads; not by patiently burning its way up the stairs one step at a time, but by sending its task force, rising heat, ahead to soften resistance."

A fire which demonstrated this destroyed the Sigma Alpha Mu House at Illinois during the early morning hours several years ago. When firemen arrived at the scene, they had to spend the first valuable 15 minutes taking students off the roof. Fire starting in the basement had filled the ornate vaulted living room and upper floors with heat and smoke. There was no place to go except out the windows.

It is not enough that a chapter house be equipped with a good fire escape on the outside of the building. If occupants are to be able to reach it, the inside stairways must be so constructed as to prevent the upward spread of fire. To make alterations providing this sort of protection is not an insurmountable problem. According to John J. Ahern, director, fire protection and safety engineering, Illinois Institute of Technology:

It would be more serious if this were an impossible problem to solve, but actually it is very simple. Even in our oldest buildings, the stairways can be enclosed using either a metal lath and plaster type of partition with good self-closing doors, or the more ornamental type of wired glass in metal frame enclosure.

In a recent survey of a typical fraternity house it was found that a three-story stairway could be enclosed using these movable partitions for approximately $1500. . . . Please understand that a treatment of openings as outlined above will not provide a completely fire-safe building, but it will slow down the progress of the fire and smoke long enough to enable students to reach emergency exits. . . .

Enclosed stairways are, of course, not the only thing to be considered in fraternity house fire safety. Automatic fire detection devices strategically placed will ring bells or send out horn blasts when fire occurs. An automatic sprinkler system will quench a fire as soon as it begins. Fire escapes are useful if interior stairways are equipped to hold back fire until people can get to them. Rope ladders, ropes, and vertical ladder fire escapes for any type of student housing are poor provision against fatal fires and are below the minimum essential acceptable under the National Fire Protection Association standards.

It would be a worthwhile project for every fraternity to take stock of its fire safety. Here are some of the points that weigh heavily:

- Good housekeeping in basement and storage areas.
- Adequate wiring brought up to date, to avoid overloading of circuits, and proper fuses of 15 amperes maximum capacity in fuse boxes.

by John Morris
Safety Coordinator
University of Illinois
Champaign, Illinois

- Sensible decorations for the party, including flameproofed paper. Christmas trees are almost explosive if neglected; follow the special fire prevention precautions.
- Smoking safety; large ashtrays; don't tolerate careless disposal of cigarettes.
- Provide a second way out from every part of the house, especially from sleeping areas and large public rooms.

Any chapter looking ahead to construction of a new house, or expansion or remodeling of the old, should demand of architects and contractors good fire safety in construction for the sake of the lives of its members. Competent advice can be obtained through municipal fire prevention bureaus and fire departments in larger cities, through the state fire marshal of any state, or by writing the Campus Safety Association, National Safety Council, 425 North Michigan Avenue, Chicago 11, Illinois●

Why teach teen-agers to drive stick shift cars when most of them will be using the automatic shift as soon as they get a license? Driver educators should go modern, says the author, who pleads

High school girl in Socony-Mobilgas Economy Run, using the family car, drives with the automatic shift. Most cars are now automatic shift cars, the author asserts.

Let's Scrap

By Richard Kaywood, Ed.D.
Instructor and Chmn., Driver Education
Anaheim Union High School
Anaheim, California

"SHOULD we order standard transmission cars this year? Or should we order automatic shift cars? Maybe we should have both. Which training is *most needed* by our students?"

School administrators and teachers of driver education scratch their heads over this problem every year as they prepare their requests for dual control cars.

The increasingly pressing problem of whether to select standard or automatic transmission cars, or both, to serve best the needs of their students, has reached a critical stage as more and more of our late model cars roll off the assembly lines minus the gear shift lever.

According to the 1956 edition of *Automobile Facts and Figures,* a publication of the Automobile Manufacturers Association, 65 per cent of the 1954-55 cars came equipped with automatic transmission. In 1956-57, it ran as high as 85 per cent. It seems fairly obvious that stick shifting will soon be a thing of the past.

Despite this trend, many public secondary schools still teach driving exclusively with standard transmission dual control cars. A recent survey, by the author, of 185 California secondary schools offering driver education programs reveals that of the 340 dual control cars used during the 1956-57 school year, 236 were equipped with standard transmission. One hundred and two schools indicated that only the conventional type cars were used for instructional purposes, while 36 schools used only automatic transmission cars. Forty-one schools reported using both types of cars.

The switch from conventional to automatic transmission cars in the teaching of driving does not come easy for some administrators and teachers. Driver education is still too new a subject in the secondary curriculum for them to accept radical changes in basic equipment and teaching methods. Other school personnel may not yet realize the extent to which the automatic transmission has captured the driving

public. Few have probably given much consideration to the educational implications inherent in the use of automatic transmission cars for the teaching of driving.

An analysis of the learning process in driver education usually discloses an initial effort to master the controls of the car. The beginner learns to drive forward and backward, to start and stop, and to make simple right and left turns. The progress shown varies among students, depending largely upon the physical coordinations, emotional make-up and motivation. Some students never achieve enough skill in these maneuvers to continue with confidence to the next, and far more important, phase of driving—which is merging into a stream of other motorists in a never-ending variety of increasingly complicated traffic patterns. It is at this crucial part of the instruction, when the student is no longer chained to manipulating the controls of the car, that he really learns

the Stick

A DRIVER EDUCATION FEATURE

about driving in the real sense of the word. At this point he begins to analyze changing traffic problems as they develop around him, to make decisions in accordance with conditions, and to practice acceptable social attitudes so vital to the safety of the individual driver and to other road users. Until such time as the student can free himself from concern over shifting gears and the accelerator-clutch pedal coordination, he can never bridge the gap between the "mechanics" of driving and the formation of sound habit patterns of driving that transcend these fundamental skills.

The use of automatic dual control cars eliminates, for most students, this difficult phase of learning. It simplifies instruction to the point where most students can cope successfully with simple traffic problems during their first drive. Gone is the need for preliminary lessons on the parking lot, for explaining the concept of the mechanical clutch, its relationship to the transmission, and its effect on brake and accelerator. Gone is the plaintive plea, even after many lessons and detailed explanations, ". . . but *how* do I *know* what gear I should be in?" Gone is the haunting fear of stalling the engine in traffic.

The automatic transmission relieves both student and teacher of tensions which both knew only too well in the standard transmission days. Driver education teachers throughout California share this view in increasing numbers.

"I am more interested in taking students into normal, everyday traffic and giving instruction in safe, competent driving in traffic than in providing six or more hours of practice in developing skill in shifting and maneuvering," states one instructor.

A department head of a Bay Area high school declares, "I firmly believe that in the interest of safety education, all driver education cars should be automatic."

Another experienced teacher in the San Bernardino area recommends, "...that we use automatic transmission cars . . . because they now outnumber the manual shift cars on the road and will continue to multiply. Actually, what counts is how a person handles a car in traffic and follows the rules of good driving. Shifting or range-selecting are minor phases of the total experience."

Citing the main reasons for converting to automatic transmission in his program, one driver education instructor notes: "We can get into traffic sooner with beginning students, and therefore teach safety better under traffic conditions. Upkeep appears to be less. More cars now on the road are automatics."

Still another veteran, after years of experience in high school and commercial school, comments, "I have long advocated automatic transmissions for driver education . . . I can say without qualification that a great deal more safety can be taught. . . ."

But what about the need to teach shifting to those students who have only a standard transmission car at home to drive? This problem cannot be ignored. It might appear ideal for each school to provide both types of cars in their programs in sufficient numbers to satisfy both groups of students, with standard transmission completing the instructional phase for those who so desire *and are qualified to handle this type of vehicle.* Unfortunately, the extra cost of such equipment, beyond that essential to accommodate all students eligible for driver

(Continued on next page)

Let's Scrap the Stick! *(Continued from preceding page)*

education, usually rules out this luxury. Schools ordinarily cannot afford to have some cars stand idle during part of the school day or school year because student demand for one type of car or another varies from class to class.

In most programs where both types of cars are used, students either rotate regularly from one to the other, causing needless complication of the learning process, or they complete their instruction in one car only. In the latter instance, students in the manual shift cars are deprived of the opportunity of learning as easily and as much as those in the automatic transmission cars, even though they may gain familiarity with clutch and gears.

Most schools, therefore, are faced with the alternative of standard or automatic transmission dual control cars. The key to the problem lies in an understanding that not all students need, or are qualified to handle, standard transmission cars. Even at the present time, a large number of students have an automatic transmission car available at home for their use once they secure the operator's license. Should the need to drive a stick shift car arise for such students at some later date, would instruction in the manipulation of clutch and accelerator received many months or years earlier have sufficient carry-over value to be worth the extra cost and effort?

Educators must accept some limitation on the extent to which their instruction provides for all possible contingencies. They must decide upon a point of diminishing returns. The driver education program aims at developing competent *beginning* drivers, not experts on all types of cars. It seems reasonable to assume that students who learn to drive well in automatic transmission dual control cars, to make proper decisions in traffic, to develop suitable attitudes of social responsibility, and who have adequate coordinations for standard transmission cars, can readily pick up the special skills required for that kind of car, once the need arises. The ability to drive well in an automatic transmission car should help simplify the learning of additional driving skills in a different type of car, since so many of the basic techniques, understandings and coordinations are common to both.

On the other hand, those students whose poor coordinations or nervousness might create a physical or emotional block in learning to shift, and whose capacity for success in a standard transmission car might be impaired, might do reasonably well in an automatic transmission car. Why place obstacles in the path of learning for these students, especially when the amount of time spent in the car is hardly sufficient even for the quick learners?

What about the practical problem of car procurement? Most schools still receive their dual control cars from local dealers on a free loan basis, although the trend seems to be toward leasing, and eventually purchasing, this equipment. Not only does the dealer lose money in providing new cars annually as a public service, but he also encounters difficulty in finding a buyer for these stick shift cars when they are returned at the end of the school year. Often, considerable financial losses are sustained in the sale of such cars.

While financial factors should not determine educational policy, neither should they be ignored. In this instance both pedagogy and good public relations support the contention that all parties in the program—students, teachers, administrators and dealers—all find real advantage in the use of automatic transmission cars in the driver education program. Learning is simplified for the student; teachers can provide more extensive instruction in driving under a greater variety of traffic conditions; administrators find less difficulty in securing cars and fewer repairs on those cars; and automobile dealers are encouraged to continue cooperating with schools in providing cars for this important instructional program●

Gun Safety Offered in Oregon

JUNIOR high school officials in Medford, Oregon, alarmed over the frequency of fatal accidents involving the use of firearms, have instituted a course in gun safety this year.

The course consists of a total of six classes, three of which involve actual firing of weapons. Two lessons on the safe handling of guns, in the home and in the field, precede any firing. At the end of the sessions, students are given a test. If they pass it, they are issued cards certifying successful completion of the course and are allowed to use the school rifle ranges for target practice.

The course is given by members of the Medford Gun Club. It has proven so popular that officials expect to schedule a series of them during the next school year.

safety education data sheet number 25 (revised)

Fireworks and Blasting Caps

Statistics

1. American Medical Association figures between 1940 and 1946 indicated a reduction in the number of deaths due to careless handling of fireworks. The figure dropped from eight deaths in 1940 and 11 in 1941 to six in 1946.

2. The Oklahoma Medical Research Foundation reported that in 1938, the only states with adequate fireworks control legislation were Iowa, Michigan and New Jersey.

3. By 1956, 30 states had enacted laws essentially similar in purpose and effect to the National Fire Prevention Association model and restricting the use of all fireworks (with the possible exception of toy paper caps) to authorized pyrotechnic displays. Those states are: Alabama, Arkansas, Connecticut, Delaware, Florida, Idaho, Illinois, Indiana, Iowa, Kentucky, Maine, Maryland, Massachusetts, Michigan, Minnesota, New Hampshire, New Jersey, New Mexico, New York, North Carolina, North Dakota, Ohio, Oregon, Pennsylvania, Rhode Island, Utah, West Virginia, Wisconsin, Tennessee and Vermont have the essentials of the "model" promulgated as regulations of the state fire marshal, having the force and effect of law. California, District of Columbia, Montana, South Carolina and Washington have laws permitting some so-called "harmless" varieties and other exceptions.

4. A federal law of 1953, effective as of 1954, makes it a federal offense to ship fireworks into states where they are prohibited by law.

5. Aside from the annual injury toll and loss of life caused by fireworks, statistics show an annual property loss of about $1,000,000.

(Continued on next page)

NATIONAL SAFETY COUNCIL
425 N. MICHIGAN AVE., CHICAGO 11, ILL.

Fireworks and Blasting Caps safety education data sheet number 25 (revised)

Fireworks

6. Besides on the Fourth of July, fireworks are used in different sections of the country to celebrate various holidays.

7. Many authorities say that safer fireworks, educational campaigns and municipal ordinances are not the solutions to the fireworks problem, but that only state regulation of fireworks is the real solution.

Different Kinds of Fireworks

8. *Rockets.* This type of fireworks contains a powder charge packed in a tube which is open at one end. The charge burns progressively and drives the tube ahead. The tube is connected to a tail that is supposed to stabilize the rocket in flight.

9. One danger in a rocket lies in the fact that the tail might be warped, and, instead of shooting up into the air, the rocket might shoot downwards, or parallel to the ground. Rockets can cause severe burns.

10. *Roman candles.* These are repeating guns which shoot projectiles of colored fire and send out showers of glowing sparks between the shots. Roman candles contain a mixture of saltpeter and sulfur with projectiles or stars which contain aluminum or zinc, and an oxidizing agent.

11. As the force of the exploding powder moves the projectile forward, the reacting force may kick out at the end of the candle. The stars are of a similar composition to thermit bombs which are used in warfare.

12. *Sparklers* are made by dipping iron wires into a potassium nitrate, sulfur and aluminum mixture. The danger of sparklers is that, after the sparkler has stopped burning, the wire may still be hot enough to start a fire.

13. A *torpedo* consists of a large cap in a sackful of coarse sand. The cap will explode if thrown on a hard surface with the result that the coarse sand may put out or seriously injure the eyes.

14. *Flash crackers* are considered a high-order explosive (they go off quickly), while other firecrackers are considered low-order explosives (they go off more slowly). A flash cracker contains a composition of potassium chlorate and sugar; it is extremely sensitive to shock and will often explode violently at 120°F.

Fireworks Destruction

15. Though deaths from fireworks generally are among children, older persons are by no means immune. In Chicago, a man was killed when he tossed a large firecracker into the air; it fell on his chest shortly before exploding.

16. Many deaths and injuries from fireworks result from carelessness of inexperienced persons giving private displays.

17. In Paterson, New Jersey, a man, aged 57, died of a heart attack after a prankster had thrown a large firecracker in front of his car.

18. In Augusta, Kansas, a boy was blinded for life by the explosion of a penny torpedo.

19. In Dayton, Ohio, not a wall was left standing when an explosion disrupted a fireworks company with tremendous force.

20. If you must have fireworks, have them at a supervised public display. The professionals who put on the display are in a position to know how to minimize the hazards.

21. In several states, the purchase and discharge of fireworks of specified types by individuals are prohibited by law. However, the enforcement of such legislation is not universally effective; and an unknown volume of fireworks is purchased by persons willing to make such purchases without regard to the law. If these purchasers show a comparable disregard for safety in the discharge of these fireworks, dangerous situations causing non-fatal and fatal injuries may result.

Blasting Caps

22. Commercial explosives and blasting caps are essential to certain industries. Dynamite and blasting powder cannot be exploded without blasting caps.

23. One type of a blasting cap is a small metal cylinder, closed at one end, usually made of copper, meant to explode by sparks from a fuse.

24. Another type is an electric blasting cap. This is also a metallic cylinder which may vary in dimensions and color.

25. This type of blasting cap always has wires attached. A very small amount of current, even that supplied by an ordinary flashlight battery, will explode a single cap. Therefore, the wires from an electric blasting cap may not be connected to a source of current without danger of exploding the cap.

26. Either kind may explode if picked with a pin, a nail, or even a stick. Heating blasting caps with a match, throwing them into a fire or pounding them with a hammer or stone will cause them to explode.

27. Many youngsters are maimed or seriously injured every year as a result of their playing with blasting caps, which are one-and-a-half to three inches long and not quite as big around as a lead pencil.

28. Blasting caps come into the hands of youngsters inadvertently when they find them in mining areas, near quarries or road building projects, construction sites, as well as on farms where explosives are used for clearing tree stumps and rocks from land, and in ditch-building.

29. Children who come upon blasting caps accidentally should not handle them, but should point them out to an adult. The adult should report to a policeman or some law enforcement agent who will know how to dispose of the blasting caps and who, in addition, will trace the source in an effort to prevent additional dynamite caps from falling into the hands of children.

Blasting Cap Accidents

30. A 1956 tabulation by the Institute of Makers of Explosives gives statistics on the number of accidents as follows:

1947—*99*	1952— *88*
1948—*58*	1953—*132*
1949—*68*	1954—*190*
1950—*66*	1955— *86*
1951—*74*	1956—*110*

31. According to the Institute, the median age of all youngsters involved in these accidents is 11 years. While the number is low in relation to other types of accidents in which youngsters are injured, blasting cap accidents almost always result in crippling or maiming. The Institute has, therefore, intensified its distribution of safety posters, study discussion sheets, display boards of dummy caps and prints of its new (1956) safety film, *Blasting Cap.*

32. Boys were more frequently injured in blasting cap accidents than girls.

Suggested Information Sources

33. *Fireworks Casualties: A Preventable Cause of Damage, Disability and Death,* by E. J. Reifenstein, Jr., M.D. *Journal of the Oklahoma State Medical Association.* Volume 46, pages 121-5, May, 1953.

34. *Model State Fireworks Law.* Boston, Massachusetts: National Fire Protection Association, 60 Batterymarch Street.

35. *Analysis of Blasting Cap Accidents.* 1952. New York: Institute of Makers of Explosives, 250 East 43rd Street, New York 17.

36. *Accidents to Children from Blasting Caps.* Washington, D. C.: U. Department of the Interior, Bureau of Mines.

37. *Chemistry of Powder and Explosives.* Tenney L. Davis, Ph.D. New York: John Wiley and Sons, Inc. 1941.

Safety Education Data Sheets available are:

(1) Bicycles
(2) Matches
(3) Firearms, Rev.
(4) Toys and Play Equipment
(5) Falls
(6) Cutting Implements
(7) Lifting, Carrying and Lowering
(8) Poisonous Plants (Rev.)
(9) Electric Equipment
(10) Pedestrian Safety
(11) School Buses—Administrative Problems (Rev.)
(12) Flammable Liquids in the Home
(13) Passenger Safety in Public Carriers
(14) Chemicals
(15) Hand Tools
(16) Nonelectric Household Equipment
(17) Sidewalk Vehicles
(18) Camping
(19) Alcohol and Traffic Accidents
(20) Cooking and Illuminating Gas
(21) Solid and Liquid Poisons
(22) Safety in the Gymnasium (Rev.)
(23) Laboratory Glassware
(24) Places of Public Assembly
(25) Fireworks and Blasting Caps (Rev.)
(26) Domestic Animals
(27) Swimming
(28) Small Craft
(29) Play Areas
(30) Winter Driving
(31) Night Driving
(32) Winter Sports
(33) Traffic Control Devices
(34) Safe Conduct in Electrical Storms
(35) Poisonous Reptiles
(36) Motor-Driven Cycles
(37) Animals in the Classroom
(38) Railroad Trespassing
(39) Bad Weather: Hazards, Precautions, Results
(40) School Parties
(41) Home Workshops
(42) Horseback Riding
(43) Hiking and Climbing
(44) Hook and Line Fishing
(45) Summer Jobs—Farm
(46) Safety in the Wood Shop
(47) School Fires
(48) Unauthorized Play Spaces
(49) Bathroom Hazards
(50) Safety in the General Metals Shop
(51) Safety in Pupil Excursions
(52) Highway Driving, Rules, Precautions
(53) Safety in the Machine Shop (Rev.)
(54) Summer Jobs: laborers, home yard, service-stations
(55) Motor-Vehicle SPEED
(56) Welding and Cutting Safely
(57) Safety in the Auto Shop (Rev.)
(58) Winter Walking
(59) Safety in the High School Chemistry Laboratory
(60) Safety in the Farm Mechanics Shop (Rev.)
(61) Floors in the Home
(62) Hazards of Discarded Iceboxes and Refrigerators
(63) School Bus Safety: Educating Pupil Passengers
(64) Safety in the Graphic Arts Shop
(65) Safety in Part-Time Jobs: Food Handling
(66) Baby Sitting
(67) School Dramatic Productions
(68) Safety in "Do-It-Yourself"
(69) Playground Apparatus
(70) Safety with Kites and Model Airplanes
(71) Safety in Sports: Baseball
(72) Safety in Sports: Football
(73) School Bus Safety: Operating Practices
(74) Playground Surfacing
(75) Safety in Sports: General Practices
(76) Safety in Bad Weather Conditions
(77) Safety in Sports: Basketball
(78) Safety for Amateur Electricians
(79) Coordinating Safety in Industrial and Vocational Education Programs
(80) Counselors and Helpers in Summer Camps
(81) Gun Clubs: Their Organization and Activities
(82) Office Safety
(83) Safety in the Sheet Metal Shop
(84) Skiing Safety
(85) Safety in the School Lunch Room
(86) Cigarette Fire Hazards
(87) Safety in the Electrical Shop

Data sheets from SAFETY EDUCATION are available for a small fee from the National Safety Council, 425 No. Michigan Ave., Chicago 11, Ill. Each (any selection): one to nine copies, 10 cents each. 10 to 99 copies, $.058 cents each. Write for prices on larger quantities. Order by title and number. All prices are subject to a 10 per cent discount to National Safety Council members and to schools, colleges, universities and public libraries.

Dramatizing Safety in

Two little cherubs demonstrate the stop lights all people should heed before they cross the street.

In the Borough of Croydon, England, children enter a Fancy Dress Competition to demonstrate the rules they will follow when crossing the road and riding their bicycles.

LITTLE children dashing out into the street after a wandering ball . . . or hurrying to school without looking to right or left at street corners for passing cars . . . or performing a score of other dangerous acts in traffic . . . are not exclusively a problem in the United States. Every country in the world has its knotty problems with children in traffic, and, though in some countries safety education efforts are relatively new, other countries have well-established and functioning safety education programs in their schools.

One of these countries is England, where safety education in schools is given perhaps as much emphasis as it is in the United States. One of the first things British children learn when they start school is "kerb drill," and "kerb drill" is emphasized throughout their school years. The drill consists of, simply, memorizing the following phrase *and practicing it* whenever one crosses a street: *Look right, look left, look right again. If all clear, quick march—don't run.*

Above: A "ghost" who entered the unhappy state supposedly because he was unsafe on his bicycle, gets a prize for his costume idea in the Fancy Dress Competition.

"Fancy Dress"

Other phases of safety education in England are similar to those used in the United States —safety teaching in the classroom, exit drills, visits to the school by police and firemen, films, bicycle inspection programs, posters, contests, games, assemblies and so forth.

In schools of the County Borough of Croydon, one of the most successful safety projects held is the Fancy Dress Competition. The Competition is put on first in each school at a gala evening event in which both parents and students participate.

For weeks ahead of time, the children plan the costumes they will wear which will best illustrate a traffic safety rule—any rule they wish to portray.

Small traffic policemen, accident "victims," angels and miniature characters of every description parade before the judges on the evening of the competition in each school, and prizes are given to each age group. Parents have a part in the program, too, besides the undoubtedly large part they play in helping at home with costume design. A spontaneous safety quiz pits six children against their parents in a contest of traffic safety knowledge. Films are shown, and average attendance at each function has been 200 to 300 people.

Winners in the competition in each school go on to the finals which are held at the large civic hall of Croydon. Here, the children parade before an audience of approximately 2,500 people—parents, teachers and others interested.

In England, parents and schools possibly work more cooperatively in the safety education of children than they do in this country. According to R. Wearing King, chief education officer for the borough of Croydon, "In all forms of training for safety given in the schools, as well as in the broader field of general education, there is no more important ingredient for success than cooperation between parents and schools. Parents, by their example and precept, can so vitally influence the attitude of their children in these matters that without their continual help the schools may fail, in spite of their best efforts, to inculcate in their pupils those good road habits and manners which may well become the greatest single factor in reducing the toll on the roads"●

Above: Originality, humor and talent are shown in the costumes worn by Croydon children to demonstrate safety rules.

Pictures courtesy of The Croydon Times

Middle left: School children who have won the safety costume contest in their schools compete in the Borough-wide competition for grand prizes.

Left: More costumes, more school-wide winners compete in the Croydon Fancy Dress safety competition. Children demonstrate what they have learned in school through the use of costumes.

forum-in-print

Are Teen

Should teens be tried for moving violations in special traffic courts? Or should they be made to answer, as adults, for their driving misdemeanors? Three safety educators give their opinions.

MRS. MIRIAM L. MARSHALL, Commissioner of Community Service, Welfare Department, Division of Social Service, City of Kansas City, Missouri.

THE three "C's" of safe driving—concentration, control and courtesy—as emphasized by the Youth Traffic Court are paying big dividends in Kansas City, Missouri. The court, operating in the entire southwest section of the city, is in its seventh consecutive year and is proof that public opinion is the most powerful tool at our disposal in developing standards and mores for our communities.

Called into existence by a shocking accident which resulted in the death of two teen-agers and the permanent injury of a third, it might have been anticipated that within a period of three or four years this incident would have been forgotten and the Traffic Court have drifted out of existence.

Not so—mainly for two reasons. First, the court is the creation of the young people themselves. The chosen leaders of the five high schools, both public and private, located within the area, are the core of the youth council which supplies the judges and juries for the traffic court on a rotating basis.

Being the leadership group, any activity which receives its attention merits and obtains the support of the student bodies. Their own interest is sustained through a wide variety of programs related to all phases of safety which are presented and discussed at the semi-monthly meetings of the Youth Council held the evening previous to the semi-monthly meetings of the Traffic Court. At these meetings, foreign exchange students tell of traffic safety problems and practices in their native countries; state highway engineers and peace officers discuss major traffic concerns, and movies, such as those prepared by life insurance companies, are shown. This group gives tremendous support to the Youth Traffic Court, as does the cooperation of the municipal judges and police officers.

Students attending any one of the five high schools of the area who are found guilty of traffic violations by the municipal court are fined by the municipal judge and sentenced to spend a day in jail or appear before the Youth Traffic Court in the company of one or both parents. Appearing before their peers and trying to justify their actions is more dreaded than the day in jail or the fine, according to their own statements, and is borne out by the report of the police department that traffic violations have been reduced by 75 per cent for that portion of the city.

The attitude of the members of the court is dignified and fair and the signing by the offenders of a voluntary pledge to abide by the decree of the youth court, which is suspension of driving privileges for a minimum of three weeks, testifies to the seriousness with which the program is accepted.

The second reason for success is that the program has the hearty endorsement of school administrators, the support of parents and the adult Community Council, its original sponsor, as well as the municipal judges and police officers who look forward to the expansion of the program to a city-wide activity.

J. A. GIBSON, Safety Coordinator, Clearwater High School, Clearwater, Florida.

I DO not believe that teen traffic courts are of much value in improving young drivers' behavior. Teen-agers should be treated as any other violator, regardless of age. Teen-agers detest being treated as children and feel that

Traffic Courts Doing a Job?

they are capable of adult actions. The law feels they are capable, too, in that drivers' licenses are issued to them. Let's treat them as adults when they break the law. Why be inconsistent?

The responsibility of handling a car in this fast age of powerful cars and pressing traffic is given to youth at an age when they should be able to accept it. Therefore, if the law allows them to drive as adults, the law should mete out sentences for violations by teen-agers in the same manner as they are issued to adults. Why favor them or coddle them with a special court? It would give them consideration undeserved by their unlawful action.

If sterner measurers would be taken in the early years of their driving, they would form better driving habits which would stay with them. Coddling encourages more violations, for it is only human nature to do something if the result of the action is not too unpleasant.

Some may say that the special court would not be milder in the treatment of its offenders. If it would not be milder, why consider teen-age courts at all?

Greater expense to the taxpayer naturally results from establishing special courts. This certainly would be a waste of money, when our courts are more than adequate in dealing with teen-age violators.

The trend in education today is to get tough. Too long have we pampered our youth in homes, schools and communities. In driver education, above all other education, we need to be stern from the first day of driving. It may be a matter of life and death.

JOSEPH F. CASKEY, Chief Probation Officer, Teen-Age Traffic Educational Department, Teen-Age Traffic Court, Traffic Court of Baltimore City, Maryland.

MY ANSWER to this question must be an emphatic and unqualified "Yes." Our Teen-Age Traffic Court and Teen-Age Safety Driver Improvement School was started in May, 1951, as a permanent part of the traffic court system of Baltimore. Since then, we have witnessed innumerable examples of the impact this combination of court and school has had on our young driving public.

The Teen Court is definitely a direct influence for good driving habits and is set up to create respect for our judicial structure. Here the youthful traffic violator usually receives his or her first impression of law and the administration of justice; hence, the first responsibility of the court has been to secure and maintain respect for its integrity and honesty of purpose.

Prior to the creation of the Baltimore Teen Traffic Court, not 25 per cent of the parents appeared with their children, and 90 per cent of the teen-agers would plead not guilty to the charges placed by the arresting officer. Since the existence of this court, approximately 95 per cent of the youths plead guilty, and not because they are afraid to plead otherwise. Due to the psychological approach used by the presiding judge, the teen-agers tell the truth and cooperate, and we have found that 70 per cent of the parents appear with their children.

Ironically, appearance in court is usually the first time the parent hears the other side of the story of the violation, and it differs drastically from the version of the teen-ager. It is the opinion of the writer that the Teen Traffic Court presents a ready-made pool—filled with the boys and girls who need basic training in the safe operation of a motor vehicle. They must be taught that being awarded a drivers' license is a privilege; it is not a right. They must be made responsible for their driving behavior. They must be ever-mindful that in the event of a traffic violation they must stand on their own two feet and appear in court to take the consequences for their act.

The Traffic Court of Baltimore City, by an act of legislature, has the authority to place a teen-age violator on probation in lieu of imposing a fine or other penalty. Probation to the Teen Traffic Court has become known as traffic safety education. This is the second emphasis in our teen-age traffic program — the Teen-Age Safety Educational School.

At the outset of our teen safety school in

(Continued on page 38)

Cincinnati Fights "Silent Killer"

Schools join with other city agencies to stop winter tragedies caused by blocked chimneys, overheated room heaters.

By William L. Streit
Director, Division of Health and Hygiene
Cincinnati, Ohio, Public Schools

NO MORE grim reminder of the importance of "Check Your Chimney Week" can be found than the tragedies which occur in most communities at the onset of the heating season. "Check Your Chimney Week" is not meant as a gag in Cincinnati. It is serious business. It is an effort to awaken public consciousness to this danger and prevent needless tragedy.

Why should anyone check his own chimney? Who asks that this be done? How can it be done? Have you ever heard of the "Silent Killer"?

The "Silent Killer" is an old, worn-out, wrongly installed or poorly regulated room heater or water heater; usually gas-fired. It is a modern heater too small for the job it is called upon to perform or turned up beyond its capacity. It is any of these heating devices connected to a chimney that won't draw because the chimney is clogged with birds' nests, brick bats or soot balls.

There are thousands of these killers in our land, and Cincinnati has its share. Cincinnati has felt the effects of the "Silent Killer" in carbon monoxide poisonings and has an active program to do something about it.

Since 1951, a study of carbon monoxide accidents from room heaters and water heaters by the Bureau of Air Pollution Control and Heating Inspection has revealed from investigations of more than 200 such accidents that the chimney or vent is the key to safety in the operation of these modern devices. The information gleaned from these investigations has been the basis for the entire safety program adopted by the city.

In 1951, a city ordinance required all heaters to be connected to a chimney. In 1954, sales of heaters without vents and gas pressure regulators were outlawed. In 1955, authority was given to "seal out of service" all hazardous heaters and those not meeting code requirements. Since 1955, the Bureau of Air Pollution Control has made nearly 10,000 heater inspections, sealed off 400 hazardous heaters before they could do damage, made hundreds of investigations at retail stores selling heaters, trained over 100 inspectors from the fire, police and housing inspection division in the technical requirements of the code and in the various methods of making safety tests.

The Check Your Chimney Week committee is headed by Ray Clift, executive director, Greater Cincinnati Safety Council and Charles W. Gruber, air pollution control and heating engineer for the city of Cincinnati, and is composed of representatives of the safety council, the city government, Cincinnati public and parochial schools, retail merchants, gas and electric company, press, radio and TV.

A Cincinnati school boy goes over the home heater check list with his dad. The check list was distributed through schools, parents signed when check was completed, children returned signed list to school.

The committee was formed and went into action in January, 1955, to conduct its first campaign. Since then, it has concentrated its activity at the beginning of the cold weather in November. Purpose of the educational campaign is to inform the public of the necessity of good, clean chimneys and to augment the intense inspection and enforcement effort on the part of the city to eradicate the "Silent Killer."

The first campaign and subsequent ones were not limited to Cincinnati, but were carried into 40 neighboring communities of Ohio and Kentucky. Over a million people were asked to check their chimneys.

The theme of the first program centered around a "Letter from Santa" to each child in grades two through nine in the schools of the

(Continued on page 35)

DECEMBER 1958

LOWER ELEMENTARY SAFETY LESSON

S-1383-A

For Happy Holidays

A Christmas Riddle

I am green.

I usually stand by the window.

Children decorate my branches.

What am I?

Answer: I am a C_ _ _ _ _ _ _ _ _ T_ _ _.

That was easy, wasn't it?

Now let's answer some riddles about how to make Christmas safe.

Your teacher will help you read the sentences. Circle *yes* or *no* for each sentence.

1. We put only paper ornaments on lighted trees. *Yes* *No*

2. We hang tinsel near the light bulbs. *Yes* *No*

3. We keep water in the holder for the tree. *Yes* *No*

4. We put the tree near a radiator or stove. *Yes* *No*

5. We turn the tree lights off when we leave the room. *Yes* *No*

6. We use a strong ladder to hang the ornaments. *Yes* *No*

Published by the National Safety Council, 425 No. Michigan Ave., Chicago 11, Ill. Price: three cents each for ten to 99 copies; lower prices for larger quantities. Minimum order ten copies. For information, write the Council, Membership Department.

Prepared by James Mann, Prin., Hubbard Woods School, Winnetka, Ill., past gen'l. chmn., Elementary School Section.

Jerry's Story

Jerry wanted to have a happy holiday time. He wanted to be safe, too. He thought of some of the things he could do. He wrote them on the blackboard.

How to be Safe

1. Don't get excited. Be careful.
2. Be careful of tree lights.
3. Learn to use toys safely.
4. Be careful on ladders.

Jerry

Then he drew some pictures. They looked like this.

Can you draw a picture of a toy?

Jerry wrote a story about his picture.

Write a story about your toy and how to use it safely.

UPPER ELEMENTARY

SAFETY LESSON

S-1383-A

H. H.

H. H. stands for *Happy Holidays.* It also stands for *Holiday Hazards.* Sometimes we do hazardous things at holiday time because we are eager and excited. Sometimes, also, we do not know what is dangerous. This story of Ronny Wrong-Around will show what we mean.

Ronny Wrong-Around

Ronny got his name because he did everything wrong. Especially at holiday times. He rushed carelessly about. Christmas time was the worst. He set his tree near a hot radiator. He forgot to put water in the tree holder. He didn't check the tree lights for defects. He strung a frayed light cord along the carpet. He strung tinsel next to the light bulbs. He used a rickety ladder for reaching high places. He reached way out from the ladder. He hung a wreath from a light fixture. He wanted to put a candle in the window between the curtains. (His mother stopped that.) He went away and left the tree lights burning. It was really very bad! Then, just to tease him, a gremlin came and gave him a test like the one below. Of course, he couldn't pass it. I wonder if you can pass it? Try it and check the answers with your teacher.

Holiday Safety Test

Underline *yes* or *no*, whichever is correct.

1. Place the Christmas tree near a radiator. *Yes* *No*
2. Keep water in the holder all the time. *Yes* *No*
3. Check tree lights for defects or frayed cords. *Yes* *No*
4. Run extension cords under the carpet. *Yes* *No*
5. Keep tinsel from touching the light bulbs. *Yes* *No*
6. Turn tree lights off when you leave the room. *Yes* *No*
7. Use a steady ladder for reaching high places. *Yes* *No*
8. Use candles near curtains, wreaths, etc. *Yes* *No*
9. Keep wrappings off the floor and away from the fireplace. *Yes* *No*
10. Keep calm and don't rush excitedly about. *Yes* *No*

(After you finish this test, you might take this home and use it with Mother and Dad as you decorate your home.)

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Prepared by James Mann, Prin., Hubbard Woods School, Winnetka, Ill., past gen'l chmn., Elementary School Section, National Safety Council.

Your New Toys

You will surely have some new toys for Christmas. They may not all be safe. You should learn about them. For example:

Electric toys: They should have a label marked U.L. This means they have been approved as safe.

Hammer: The head should be fastened tightly so it can't fly off.

Kites: Metal or tinsel cords conduct electricity. This could cause a shock when you are flying them. Only cotton cord is safe.

This label means "inspected, safe"

Skates: Hockey type (blunt points) are safest for learning. Long, pointed racers may cause bad falls.

Blunt points are safest.

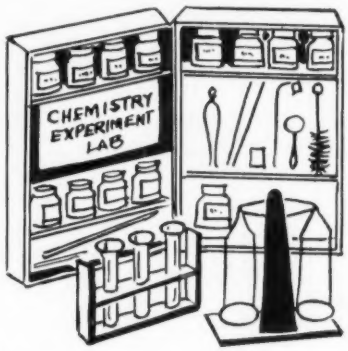
Some toys are unsafe if not used properly:

Chemistry sets. Read and carefully follow the directions. Don't mix chemicals just to "see what happens."

Bow and arrow or dart games. Use with a thick, soft target. An adult should help if several children are around.

Electric toys. Never handle with wet hands. Disconnect when repairing or when not using. Keep away from small brothers or sisters.

Sleds or skiis. Learn to use on gentle slope. If several are playing together, organize turns so you don't run into each other.



Read before you mix!

This cord could lead to trouble!

Skates. Skate on supervised rinks. Stay off ponds or streams unless you know for sure the water is very shallow.

Here's wishing you a happy, "unhazardous" holiday!

Make a list of the toys you want for Christmas. List the safety rules for each toy. Take your list home and talk it over with Mother and Father.

DECEMBER 1958

JUNIOR HIGH SCHOOL SAFETY LESSON

S-1384-A

Holiday Hurry

Don't Be A Yule Fool

The original Christmas scene could be described as a quiet, unhurried, contemplative, joyous, gift-giving occasion, with only a few people present. While we still retain some of the elements of the original scene, our modern Christmas has become an anxious, rushing affair with crowds of people doing last-minute shopping and decorating. We all have the best of intentions during the Christmas season, but in our haste we overlook safe procedures. Because many of us are so busy, we leave Christmas buying and decorating to the last minute—until we're almost panic-stricken lest we fail to complete some job that will contribute to the happiness of others. Then, in our rush to get things done, we violate many of the safety rules we would ordinarily follow.

Why not cut down on home accidents this year by planning carefully and well, by scheduling your major activities? What are some of the activities you can plan ahead of time—*if you think?*

Planning for Safety

Do you make these same mistakes each year? If so, how about turning over a new leaf and improving this Christmas?

A. Money for gifts! Do you think of this on December 20th, or do you plan ahead? Accidents occur when you rush madly about at the last minute trying to earn the money you need.

B. Prepare a list of persons' names well in advance to whom you are going to give gifts. Don't get panicky and rush about traffic-laden streets gift shopping for a forgotten friend.

C. Shop early. Buy your presents at an early date—and a few at a time. Don't buy late and don't try to get all your presents at once. Slippery streets, rushing people and heavy traffic require alertness in order to stay safe.

D. Check your home decorations for safety. Are pine or cedar boughs too close to the heater or fireplace? When hanging lights, are you sure you won't drive a nail through the wall into an electric wire? Do you stand on a sturdy ladder

rather than chairs or boxes? Are decorations which are not yet hung kept out of passageways and off stairs?

E. Is your Christmas tree safe? Here is one item you shouldn't get too soon. Dry Christmas trees are highly flammable. Be sure yours is freshly cut and placed in a container of wet sand in your home. This will keep it green and safe! Hang your lights carefully and secure your tree firmly.

F. Prepare for discarded gift wrappings. You *know* that on Christmas morning many gift packages will be torn open in haste and the wrappings discarded haphazardly in the excitement of examining the gifts. Provide a metal container for wrappings.

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Prepared by Dr. Vincent McGuire, Associate Professor, Secondary Education, University of Florida, Gainesville, Florida.

G. All gifts aren't safe—unless used properly. If you receive a gun for a gift, become familiar with it before you start shooting it. A bicycle or motor scooter should be driven in a restricted area before venturing on long trips. Any *unfamiliar* gift should be handled with extreme care until you have learned how to use it.

Electrical toys should be checked for faulty wiring and used only under safe conditions.

Any toys left scattered around are dangerous toys. Provide a storage place for them.

H. Eat wisely, sleep regularly, and don't overexert yourself in winter sports. Don't stuff yourself with unusual foods, or lose a lot of sleep, or engage so strenuously in winter sports that you are not physically fit and mentally alert. A dull-witted, ill-feeling person is ripe for accidents.

Discuss the above items and others you may think should be included.

Plan a merry *and safe* Christmas!

Are You "Safe at Home?"

Home accidents caused 28,000 deaths in 1957. This figure is not unusual. Fatalities caused by home accidents rank second only to traffic fatalities. Here's how people were killed in home accidents.

		Rate per 100,000
Falls	13,400	(A) _____
Fire burns and other deaths associated with fire	5,400	(B) _____
Poisons, solid or liquid	1,200	(C) _____
Firearms	1,150	(D) _____
Poison Gases	900	(E) _____
Other home accidents	5,950	(F) _____

Assuming that the 1957 U. S. population was 170,333,000, put the rate per 100,000 population in each of the spaces provided above. Compute your answers to the nearest hundred.

Answers: (A) 7.9; (B) 3.2; (C) 0.7; (D) 0.7; (E) 0.5; (F) 3.5.

Cold Weather Hazards

Cold weather can bring many new dangers—unless you're careful. For example, each year during the first cold weather many fires break out. The fire departments are really busy during this time. The reason for most of the fires is that house heaters and furnaces—unused, clogged, dusty and unchecked for many months—are suddenly called upon for quick, hard service. The

result is that the heating apparatus explodes or fails to function properly. Home fires cause a sad Christmas for many people. You have only to read the newspaper to see how true this is.

Think of some other ways you react to cold weather. When you are cold your body is tense, you pull your head down between your shoulders, you wear ear muffs and usually put your hands in your pockets. In other words, you are not relaxed, you cut down on your vision and hearing, and you are not as physically balanced as you could be. Couple this with your haste to get off icy sidewalks into a warm house. The result is —many painful falls and pedestrian accidents.

Some winter sports require a great deal of skill and care. Yet because of the cold weather many people are unable to exercise their best physical reactions and skill. For example, while hunting you may be unable to operate efficiently the firing and loading mechanism of your gun. Cold weather sports can be fun and are good for you—*if* you prepare adequately and *if* you use caution.

Discuss the Situation

Make a list of cold weather activities such as hunting, sledding, skiing, ice-fishing, shopping, house-heating and others. Discuss the specific safety rules that should be applied to each activity.

Prepare now to have a merry Christmas—don't just *hope* to have one.

S-1384-A

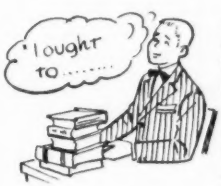
DECEMBER 1958

SENIOR HIGH SCHOOL SAFETY LESSON

The Christmas Rush

Are These Your Christmas Thoughts?

Gosh, here it is December 18th, and I still have to get presents for Mom, Dad, Aunt Jane and Cousin Bill! I'm low on money, too. Mr. Schultz said he'd hire me to help him in the store during the afternoon, but that won't leave me time for shopping. Ought to get the brakes on the old jalopie checked—they aren't working too well.



Maybe I can let that go till after Christmas. Maybe I can work for Schultz in the afternoon and shop at night. No, Mom wants me to help decorate the house and put up the Christmas tree. Oh golly, I forgot to mail Aunt Mary's present, and it will take at least five days to get to her! Better do it today!

Wonder if we have enough wrapping paper and string at home? Wonder how long it will take to mail the package? The line of people at the post office yesterday was a mile long! Oh-oh—I forgot about the class Christmas party—I'm supposed to help with that. The basketball game! I forgot about that! Somewhere along the line I'd better check to see if I forgot to send someone a card. Oh my gosh! I clean forgot about—

Are the above thoughts flashing through your mind? If it's a late date, better call a halt to such confusion. Don't act like some people do at Christmas time. In their haste and confusion, their "good intentions" might injure or kill someone.

"I'm Too Busy!"

Most people who fail to get things done or who have accidents consistently, give the excuse: "I'm too busy," or "If only I had more time, I could do better." *This, usually, is not true.*

A person who has plenty of time on his hands seldom makes any worthwhile contribution to the world. By far, most of the worthwhile contributions have been made by *busy* people. Benjamin Franklin—patriot, scientist, statesman, inventor, author, philosopher, ambassador, printer—is a good example of a man who made many valuable contributions to the world. What, then, is the secret of these people who can do "101 things" and do them successfully?

The secret is that they learned how to plan and how to budget their time. Also, how to concentrate on the task at hand. *You* can learn this, too. Start with this Christmas season and see how well you can plan your activities. Plan so that you won't forget some things and so that you will accomplish all things—efficiently and safely.

Plan and Schedule

Right now, make a list of the things you need to accomplish this Christmas. Budget your time for each so you can get them done. Here are some suggestions to start you thinking: list of persons to whom you'll give gifts; money needed; group gifts needed according to probable location of stores; schedule "must" nights at home with the family.

Plan well, execute safely, think carefully—and you'll have a *"Merry Christmas."*

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Prepared by Dr. Vincent McGuire, Associate Professor, Secondary Education, Department of Education, University of Florida, Gainesville, Florida.

Analyze the Home Accident Picture

Shown below is a table indicating the location of home accidents in 1956. Read the table *carefully* and then answer the questions below. Caution: You may *not* be able to answer some questions.

Location of Fatal Accidents Inside the House

	Bedroom	*Living Room*	*Kitchen*	*Bathroom*	*Stairs*	*Other*
Poisons	31	8	13	3	*	6
Fire	137	31	42	4	*	21
Suffocation	117	10	7	*	*	1
Firearms	4	8	4	*	*	4
Falls	526	155	145	50	57	67
Struck by person, object	1	1	*	*	*	1
Drowned	2	*	1	3	*	*
Electricity	*	1	*	1	*	1
Other	21	2	8	5	2	1

Figures indicate the frequency per 1,000 fatal accidents.

**None, or less than one, per 1,000 fatal accidents.*

1. How many people were killed by falls inside the house? _____
2. Where, inside the house, did most of the fatal accidents occur? _____
3. What type of accident caused most of the fatalities within the house? _____
4. Where, inside the house, was the second most frequent location of fatal accidents? _____
5. What was the *second* most prevalent type of accident causing fatalities within the house? _____

Answers: 1. Since the figures are based on "frequency per 1,000 fatal accidents," you can't answer this unless you have additional information. 2. Bedroom. 3. Falls. 4. Kitchen. 5. Fire.

Now Analyze Yourself

Take stock of yourself! Don't become a statistic by madly rushing about during the holidays. Change your thinking from haphazard, untidy thinking to careful, planned thinking. You, and only you, can improve your thought patterns. Plan wisely and act safely and have:

A MERRY CHRISTMAS!

Some Specifics on Shop Safety

(Continued from page 11)

partment of Labor and the Office of Education. *(Editor's note:* Safety education data sheets dealing with safe practices and safe training in various types of school shops are available for a small fee from the National Safety Council. See the list of data sheets on page 21.)

Numerous other aids are available from safety groups, insurance companies and state officials. Student study guides for various occupations in which much detailed safety information has been incorporated are also available.

The Bureau of Labor Standards of the U. S. Department of Labor, in cooperation with state departments of labor, conducts 30-hour basic safety training courses for state safety personnel, management and labor representatives. I suggest that you contact either your state labor commissioner or the Bureau of Labor Standards regarding attendance at those courses.

In conclusion, I have one observation to make: Industrial arts training, particularly in elementary and junior high schools, represents the first, and, in many cases, the *only* industrial experience many future executives, scientists and others will have. Yet, to a large measure, these will be the very people whose tasks will be to determine the working conditions and practices under which our nation's future labor force will be employed.

It seems to me, therefore, that you have not only a great opportunity but also an obligation to do everything possible to teach safe work habits to these young people, if much of the accident toll of later years, with its terrific costs in personal tragedy and economic loss, is to be reduced●

Cincinnati Fights the "Silent Killer"

(Continued from page 26)

communities covered. A "Chimney Sweep" was featured on the leaflet. Each head of a family was asked to check space and water heating units for stopped-up chimneys and improper vents. The leaflet provided a place for the parent to sign when his inspection was completed, and the child was requested to return it to his teacher. A check revealed that 30 per cent were returned, with the lower grade pupils making the best showing. Two hundred thousand leaflets were distributed through the schools, and 75,000 smaller task sheets went to citizens through retail grocers and druggists.

How many lives have been saved by this safety effort? That figure remains hidden. Accidents that don't happen don't make headlines! More than one case of the 400 sealed off heaters produced enough fumes to kill. All that was lacking was just the right combination —a cold day, a blocked flue, a heavy atmosphere to cause a down-draft or one of a dozen things which would set the stage for the killer to close in.

So there you are. Check Your Chimney Week augments the hard driving safety efforts of regulation and inspection to rid the city of the "Silent Killer." By means of this community effort, Cincinnati now has the lowest carbon monoxide rate of the past five years. Education has joined hands with enforcement to save lives.

Newspaper Contest Announced

Plans for the annual Traffic Safety Contest for College Newspapers have been announced by Mr. B. F. Baumann, contest editor, of the Lumbermen's Mutual Casualty Company.

College newspapers featuring traffic safety between November 10 and December 24 must be submitted to the contest editor by January 12. Awards as high as $500 are given to the best daily and non-daily publications, in addition to individual prizes for best safety editorials, features, cartoons and photos. Information may be secured from Mr. Baumann at the Mutual Insurance Building, Chicago, Ill.

the BULLETIN BOARD

safety patrols increase membership . . .

Some 770,000 boys and girls, an all-time record number, are serving this year as members of the school safety patrol throughout the nation, the American Automobile Association reports.

The AAA said results of the latest nationwide patrol census showed a 15 per cent increase in membership for the current school year. Last year, the total was 670,000. The youngsters are serving at 32,920 schools in every state in the union.

While the increased enrollment is encouraging, the figure still falls short of the 1,270,000 goal believed necessary for a completely effective patrol program, according to Frederick T. McGuire, AAA president. The latter number is based on a quota of one patrol member on duty for every 25 students.

"The value of school safety patrols has been demonstrated beyond question," McGuire said. "For example, since 1922, the first year of the patrols, the traffic death rate of school-age children has been cut in half, while the death rate of other age groups has just about doubled."

He singled out 16 states for the excellence of their patrol programs. They are: Arkansas, Connecticut, District of Columbia, Iowa, Illinois, Kansas, Maryland, Michigan, Minnesota, Missouri, New Jersey, Ohio, Pennsylvania, South Carolina, Washington and Wisconsin. These states come closest to meeting the AAA quota of one patrol for every 25 students.

Pennsylvania, with 60,000 patrol members in 3,100 schools, led all other states in patrol enrollment, followed by Michigan, with 49,431 in 2,403 schools, and Illinois, with 49,078 in 1,210 schools.

Cornell reorganizes safety program . . .

Three new departments have been created in Cornell University's Safety Division, under the supervision of D. K. Willers, personnel director of the University.

The Division now comprises the departments of industrial safety, fire service, and campus police under the direction of supervisors John E. Barrett, Francis J. Quinlan and James M. Herson, respectively.

GM gives more than half million . . .

General Motors contributed more than $647,000 toward the driver education program in the nation's schools during the 1957-58 school year.

Dealers representing Chevrolet, Pontiac, Oldsmobile and Buick loaned 5,182 new cars to high schools, the largest number of automobiles loaned for driver education in one year since General Motors started the $125 allowance plan in 1955.

home accidents revealed . . .

A study of holiday accident rates in Butler County, Pennsylvania, homes, was aided immensely by the student body of 47 schools who filled out check lists on home safety and reported the accidents that occurred in their homes.

The children of four of the schools were informed before the holiday vacation that upon return to school a safety letter would be written covering the accidents in their homes over the holidays. Grades four, five, six and seven were used, since an earlier study proved them to be the most sincere group.

Following are excerpts from some of the letters:

I swallowed a cork.

I got someone's finger stuck in my eye.

Daddy hit Mommy in the head with a railroad track.

(Continued on page 39)

For his work in spearheading the continuing national campaign against accidents, NSC president Ned H. Dearborn was recently awarded the Commonwealth of Pennsylvania's Meritorious Medal. Above: Governor George M. Leader (center) has just presented the medal with State Senate Majority Leader Roland B. Mahany (right) looking on.

Do You Have Your NSC Membership Card?

SCHOOLS and individuals subscribing to SAFETY EDUCATION Magazine are entitled to membership in the National Safety Council upon application. In order to clarify Council records, those schools subscribing to SAFETY EDUCATION which desire membership status are requested to designate the individual who will represent the school as a member of the Council. That person must indicate to the Council his desire to represent the school's membership status. He or she will, upon applying with the application at right, receive a membership card in the National Safety Council.

Individual subscribers with school affiliation who desire to be recorded as members of the National Safety Council are requested to so indicate.

Effective as of July, 1959, only those who have complied with this request will be carried as members on National Safety Council records. The form below is to be used for this affiliation. *Fill it out and mail it to the School and College Division, National Safety Council, 425 No. Michigan Ave., Chicago 11, Illinois.*

School and College Division
National Safety Council
425 No. Michigan Ave.
Chicago 11, Ill.

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Are Teen Traffic Courts Doing a Job?

(Continued from page 25)

1951, we had 25 young drivers on probation. From that beginning to the present time, we have graduated more than 8,500 youths from our court school and have had less than 10 per cent of them repeat with subsequent violations. We are presently operating with an enrollment of more than 1,200 teen violators, who must complete our teen safety course in driver education, a six-month program.

At the inception of the teen court, we had a caseload of 250 to 300 cases each Saturday morning. Now our weekly caseload is approximately 150 cases.

The teen court convenes every Saturday morning and is opened with the showing of a safety film. After the film, the judge explains the purpose of the court—to help the first-time violator. Parents claim their sons and daughters really put on the brakes after being placed on probation in the teen court and attending the classes. The boys and girls know that if they should get another ticket while on probation, they must appear in teen court to be penalized for both violations and have their license suspended.

When the teen-ager has been graduated from the teen safety school, his case is closed and no traffic violation is entered on his driving record. Regular attendance at these classes and bi-monthly reporting to the probation officer are mandatory since the violator is under court jurisdiction. Non-appearance will result in a summons or a warrant, and probation can be revoked and a fine imposed.

In closing, I want to repeat that teen traffic courts are valuable in improving young driving behavior, but *only if they are conducted properly with the necessary follow-up.* No program can be successful unless it is initiated and carried through to a proper conclusion.

The combination of teen-age traffic court and teen-age traffic safety school can play a tremendous part in the all-out effort to stop traffic accidents. Probably much of the success of the program must be attributed to the fact that the teen-ager must have church affiliation. We have found this requirement important in rehabilitating and building good citizens●

Fireman Vernon Lindsay, Park Forest, Illinois, signs a Sparky's Fire Department membership card for Gordon Saul. Sparky's Fire Department is an organization sponsored by the National Fire Protection Association. Children who join (fee: 25c) agree to look for fire hazards, receive a badge, a membership card and a fire hazard check list.

The Role of the Building Safety Coordinator *(Continued from Page 7)*

large measure on the selection of the right member of the faculty for the job. Often the patrol sponsor or driver education teacher is the logical person for the position, although any interested member of the faculty can do a fine job. Much of the success of the safety program of the school will be determined on the basis of the personality, drive, creativity, know-how and follow-through of the coordinator.

The effectiveness of the building safety coordinator will be determined not only by his personal initiative but also by the kind of in-service education given to him. This in-service training may take many forms. Probably a combination of different types of in-service training at different times is best.

- College courses in safety education
- Safety literature
- Orientation by the principal
- In-service training courses
- Adequate resource materials
- City-wide conferences of building safety coordinators

The 1958 Conference of Safety Coordinators of the Philadelphia Public Schools is a case in point of the sixth item. This conference was a part of the 24th Annual Regional Safety and Fire Conference and Exhibit. Its theme was "The Safety Coordinator—Opportunities and Responsibilities." The conference was attended by approximately 300 building safety coordinators and principals. The possibilities of such a conference are tremendous in terms of developing an *esprit de corps* and knowledge of the job among coordinators. A limited supply of the printed program is available upon request●

Bulletins *(Continued from page 37)*

Daddy got picked under the eye when a chicken jumped on his head.

My brother got juiced, 110 volts.

My brother's head was ran over by a sled.

My father got hit between the eyes with a board by my grandfather.

I put my lip on the sled runner and took off a little bit of skin.

My brother was coming down the stairs and fell the rest.

I had an apple on my head. My brother tried to hit it with an arrow. My head was injured.

Six-Teens Give DE on TV

Teams of "Six-Teens," Michigan driver education students, competed in state-wide safety quizzes over television and gave the whole state a traffic safety lesson . . .

MICHIGAN drivers — young and old — matched their wits against teen-agers in televised driver education contests last year. The teen-agers participated while mom, dad and the neighbors sat at home, tallying up their own scores.

Entitled "Six-Teens," the program series was carried in each of the seven Michigan television areas. About 60 high schools entered the elimination tournament which ran from seven to 13 weeks, depending on the number of schools in the area. The three top driver education students in one school formed a team. Two teams—"six-teens"—competed once a week on the half-hour shows until the area representative was determined. This began in January, and the state finals were held in July.

Each "Six-Teens" program consisted of three rounds, testing physical driving skills, knowledge of Michigan traffic laws and good driving attitudes, and, finally, the ability to judge responsibility on the highways.

Questions ranged from rules in the Michigan Vehicle Code to ways to solve accident problems. Specific traffic conditions were presented and the teens told how they would react behind the wheel.

Using a panel-type format, one member of a team answered a question and then an opponent either accepted or challenged the answer. In this way, both teams had the opportunity to score points. For correct answers, a team received a certain number of points toward the perfect score of sixteen. The team with the highest score stayed in the tournament to meet the winners of another contest in future weeks.

Sponsored by the Michigan State University Highway Traffic Safety Center, the program series was financed by a $20,000 grant from the Michigan Inter-Industry Highway Safety Committee. Television stations in each of the cities cooperated by giving free public service time for the programs.

The series was originated to explain the content and purpose of driver education in the high schools. A need for such a program was recognized after 1956 passage of the Michigan Driver Education Law, which requires drivers under 18 years of age to complete a driver education course given in high schools under the direction of the Department of Public Instruction in order to receive a driver's license.

"Six-Teens" gave viewers an idea of how driver education in high schools is preparing a new generation to meet its responsibilities as drivers. In addition, viewers compared their own driving abilities and knowledge of traffic laws with those of the teen-agers. Some cities distributed score cards, entitled "How Good A Driver Are You?," so the home audiences could compute their weekly scores.

The superintendent of schools in Charlevoix, Roy G. Bennett, one of the many Michigan educators enthusiastic about the show, said:

1. The students in the classes received an incentive to do better work.

2. TV viewers, particularly parents, recognized the significance and importance of the program of driver education.

3. Driver training teachers became more motivated toward doing a better job.

4. Those who participated on the program were thrilled, and had a fine opportunity for expression."

The program format was first presented as a pilot series over WPBN-TV in Traverse City. Its success there prompted the Center to make it available throughout the state. Area tournaments were held in Cadillac, Lansing, Marquette, Detroit, Grand Rapids, Bay City and Traverse City.

Members of the "Six-Teens" advisory committee were: Dr. Byron Hansford, chairman, administration and educational services, Michigan State University; E. G. Rose, principal, Marshall High School; Robert Schiefer, principal, Holt High School; E. Dale Kennedy, Michigan Education Association; Robert Sternberg, State Department of Public Instruction; Howard Finch, WJIM-TV; Dr. Paul Deutschumann, director, communications research, Michigan State University; Dr. Gordon Gray, speech department, Michigan State University; Leslie Silvernale, Highway Traffic Safety Center●

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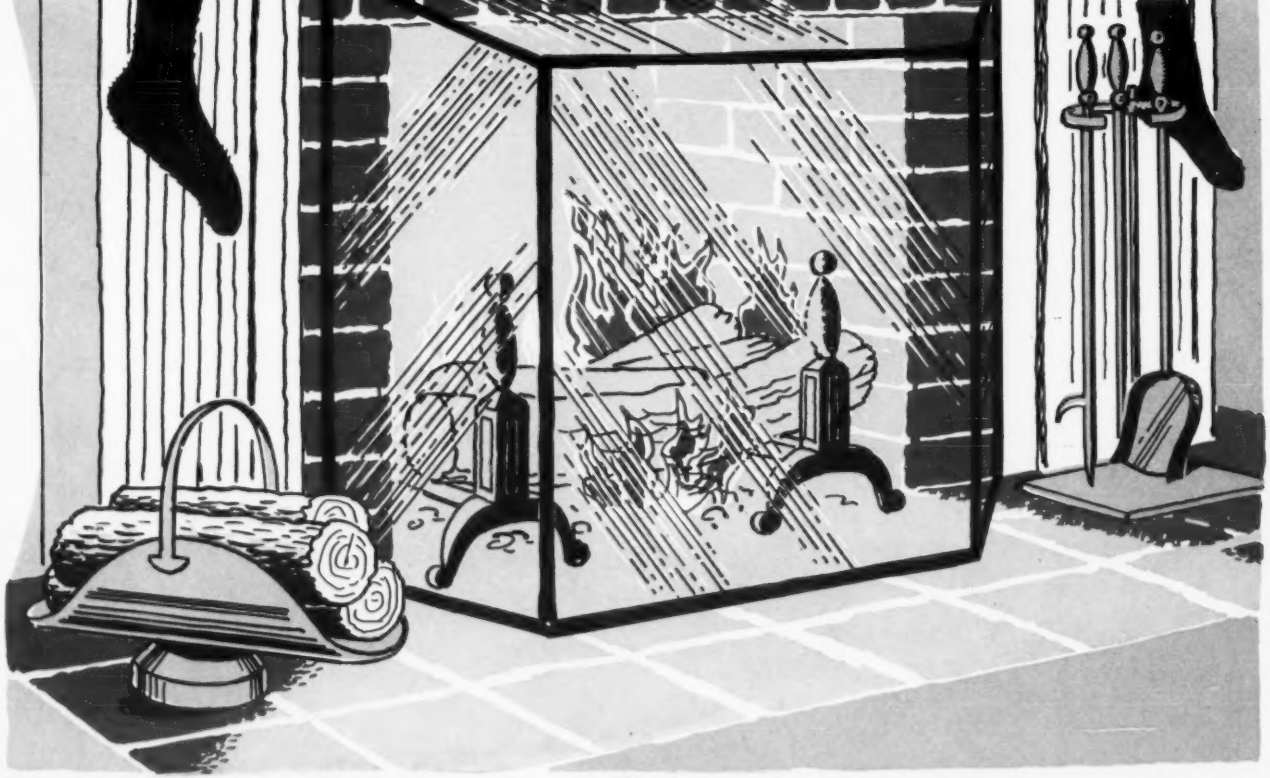

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